
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal: Ms. Joan M. Rowan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Our Saviour's Catholic School
(As it should appear in the official records)

School Mailing Address: 5301 N. Atlantic Ave.
(If address is P.O. Box, also include street address)

Cocoa Beach Florida 32931-3768
City State Zip Code+4 (9 digits total)

Tel. (321) 783-2330 Fax (321) 784-6330

Website/URL www.oursavioursschool.org E-mail JRowan625@yahoo.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Harry Purpur
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Orlando Tel. (407) 246-4900

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Kurt Easton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

<u>N/A</u>	Elementary schools
<u>N/A</u>	Middle schools
<u>N/A</u>	Junior high schools
<u>N/A</u>	High Schools
<u>N/A</u>	Other (Briefly explain)
<u>N/A</u>	TOTAL
2. District Per Pupil Expenditure: N/A
 Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input checked="" type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural
4. 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	11	5	16		7	7	9	16
1	8	16	24		8	6	8	14
2	9	14	23		9	N/A	N/A	N/A
3	5	14	19		10	N/A	N/A	N/A
4	13	13	26		11	N/A	N/A	N/A
5	11	11	22		12	N/A	N/A	N/A
6	11	16	27		PK	22	15	37
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					224

6. Racial/ethnic composition of the students in the school:
- 82 % White
7 % Black or African American
9 % Hispanic or Latino
2 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 10.5%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	25
(4)	Total number of students in the school as of October 1	237
(5)	Subtotal in row (3) divided by total in row (4)	.1054
(6)	Amount in row (5) multiplied by 100	10.5

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: N/A

Specify languages:

9. Students eligible for free/reduced-priced meals: 0%

0 Total Number Students Who Qualify

10. Students receiving special education services: 10%
22 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>18</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>17</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 20:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95%	94%	95%		
Daily teacher attendance	99%	98%	99%		
Teacher turnover rate	1%	1%	1%		
Student dropout rate	0%	0%	0%		
Student drop-off rate	N/A	N/A	N/A		

PART III - SUMMARY

The mission of Our Saviour's School is to educate for life. This statement translates into a challenging curriculum that will meet the needs of the students as they face life in the twenty first century. The school has a student body that comes from all socio-economic levels. While the area around the school is primarily made up of affluent retirees, the school population is more a mirror of society in general. Almost half of the student body comes from single parent families, and there is more ethnic diversity than is found in the general population of Cocoa Beach and Cape Canaveral. All levels of the socio-economic ladder are seen in the student population. About twenty percent of the student body has a multicultural background with over eighty percent of the students defined as white or Caucasian.

The student body represents several towns and cities in the Central Brevard area. The average student lives approximately five miles from the campus. Most of the students do not require outside services for academics or special needs. However, the school does utilize the services of speech therapists and the gifted resource center of Brevard County schools.

The school is located near the Kennedy Space Center, and the space program employs many of the families. Parents put a strong emphasis on academics, and are vitally interested in the school's programs. The school is the center of life for many of the families. There is strong support for the school and its programs from the parents, and many of the parents are actively involved in the school as volunteers who participate in a variety of programs that enhance the school curriculum. The school has a long history of strong academic performance with emphasis on the language and math skill areas.

Graduates of Our Saviour's School succeed in challenging academic high schools and colleges. The school curriculum with a strong emphasis on study skills and basic academics prepare the graduates to be leaders of tomorrow. The school mission of educating for life is seen in all aspects of the curriculum with students participating in global awareness projects, and other enrichment activities. Our Saviour's students are ready to meet the challenges of the future.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1) The students at Our Saviour's Catholic School take the Iowa Test of Basic Skills each fall. The test is a nationally normed standardized test. The school results are compared with national results, the results of schools in the Diocese of Orlando and with schools in the province of the Florida Catholic Conference. The school's assessment results in math and reading confirm that the school is offering a quality education, and that students are learning concepts important to their grade level. Each grade is well above the national average in both subjects. In reading comprehension and vocabulary, the students are achieving in the 82nd percentile and above with most classes at the 85th percentile and above. This indicates that the students are in the top 15%-18% of the students tested nationally on the Iowa Test of Basic Skills. The strong emphasis on reading comprehension and vocabulary across the curriculum has led to such a high level of success.

The math scores are also in the 85th percentile and above. Students are demonstrating through their performance on the math tests that they have mastered grade level skills, but are achieving above grade level in many areas. The math curriculum has a strong emphasis on review and problem solving that has enabled the students to be successful on standardized testing. Often, the students show mastery of material that they have not yet been taught because they can rationalize the answers to the problems through the use of problem solving techniques that are taught throughout all grade levels.

The test scores can best be understood by using a scale of zero to one hundred with one hundred being a

perfect score and fifty being a median score. The students at Our Saviour's School on the average are scoring at the 88th percentile. This means that the student is thirty-eight points above the average score, and only twelve points from an optimum score. This puts the students in the upper levels of the percentile scale. These results are seen at all grade levels in both reading and math. The test results indicate the school is doing an above average job of transmitting information to the students who are demonstrating a strong grasp of the concepts and a high level of retention.

The scores in both reading and math put Our Saviour's School students in the top fifteen percent of the nation in these subjects, and in the top ten percent of the nation based on the cutoff scores provided to the U.S. Department of Education for Blue Ribbon School consideration. The school also consistently achieves at a higher level than the national average, the average of the Diocese of Orlando, and the average scores for the province of Florida that includes all schools accredited under the Florida Catholic Conference. The challenging curriculum exposes students to a wide range of content, and this has translated into excellent test results that prove the quality of the education offered at Our Saviour's Catholic School.

2) Our Saviour's School uses the results from the assessment data to improve curricular areas. The faculty reviews the results of the testing each year. Each faculty member analyzes the data from their class as a whole. They pinpoint strengths and weaknesses of curricular areas. Then, the faculty member prepares a brief written statement indicating those areas of the assessment data that they find to be particularly strong in their classroom or particularly weak. This information is shared with grade level teams and rationales are examined as to why these areas appear to be weak or strong. The grade level teams then develop strategies that will address those areas that appear to be the weakest. The faculty also analyzes the data of each individual student to pinpoint areas of strength and weakness. This information is used to develop programs that will benefit the individual child as well as the class as a whole. Particular attention is paid to vertical planning in which curricular areas are specifically targeted as being part of one or more grade levels. The testing results are used to align the curriculum guidelines at each grade level to avoid repetition of material.

3) The school communicates the data on student performance in a variety of ways. Quarterly report cards are used to assess student performance four times per year. In addition, the students receive a progress report approximately every four weeks. These two reports detail the students' performance in all curricular areas. Parents are invited to formally meet with the teachers twice a year at parent teacher conferences. The faculty keeps ongoing communication with parents about student progress by telephone, e-mail, letter, or formal conference outside of the two annual conference times. The annual testing data is communicated to parents in two ways. Individual conferences are held with parents to review the testing data to commend student performance and if needed to make recommendations for student improvement. The principal shares the school wide results with the parents at a parent meeting and through the parent newsletter and the school website. Student performance is shared with the parish community through the parish bulletin and the school website. Information on annual assessment data is shared with the local community in the school's annual report that is given to parents, parishioners, and local organizations such as the chamber of commerce.

4) Our Saviour's School will share its successes with other schools in several ways. The school will develop in-service opportunities at the local, diocesan and state level. These in-service activities will showcase the techniques that the faculty has identified as contributing to the school's overall success. The presentations will highlight the many programs that are used within the school to foster high academic growth and develop critical thinking skills. Faculty members will volunteer to provide in-service training to teachers from other diocesan schools. In this way, they can share the techniques that

they have identified as essential in maintaining a high quality school with a stimulating curriculum. The administration will also share the school's success and the steps that were taken to achieve that success with other school administrators at conferences and workshops that will identify the factors that make the school successful. These factors include improving communication between the school and the faculty, methods of identifying problem areas through analysis of standardized testing, and developing students with better study skills and improved critical thinking abilities.

PART V – CURRICULUM AND INSTRUCTION

1) Our Saviour's School has a curriculum that strives to prepare students for the 21st century. The math curriculum emphasizes problem-solving techniques with hands on approach. Math concepts are introduced at each grade level through problem solving exercises that have real life applications. The program is spiral in nature with continual review of concepts while at the same time introducing new concepts. This enables students to review material while relating the concept's significance to newer material that is being presented. Pre-Algebra and Algebra I are taught to students in Grades seven through eight.

The language arts program uses a phonics-based approach in the primary grades with formal reading instruction beginning in kindergarten. All grades teach comprehension skills, literary analysis, vocabulary development and critical thinking. Writing is an integral part of the language arts curriculum. Students use the writing cycle at all grade levels from kindergarten students forming simple sentences to eighth graders who write essays and research papers. Spelling and grammar theory are also taught at all grade levels. Teachers reinforce the language arts content by demanding that language skills be carried over into the written work of all curriculum areas.

The social studies program places great significance on making connections to the world of today. The curriculum is aligned at each grade level to engage students in an exploration of the world around them. Geography instruction acquaints students with the five themes of geography and weaves a seamless curriculum that enables students to see social studies in the light of people, places and events.

The science curriculum uses a hands on approach, with an emphasis on the scientific method. Primary grade teachers adapt the science curriculum to the needs and interests of their students with activities that challenge students to hypothesize and experiment. Middle grade students continue to engage in hands on activities that challenge them to use the scientific method to see concepts in action.

The major focus of the Spanish program in Grades PK-4 is learning the language through songs, poems and role- playing. The school inculcates all students with the Hispanic culture through plays, and programs that emphasize the contributions of the Spanish -speaking world. The students in Grades 5-6 have a Spanish class three times per week while students in Grades 7 and 8 have a Spanish class five days per week as part of their daily schedule. There is a more formal emphasis on Spanish grammar and vocabulary in Grades 5-8.

The fine arts program consists of music and art classes for all grades. The students learn about the different elements and types of music, composers, and themes in music history. The art program is developmental with students in all grades using a wide variety of media. Elements of art history and the different approaches used by artists are emphasized. Students in Grades 7 and 8 participate in a fine arts class that incorporates fundamentals of art, drama, and music to produce a multi-media project. Technology is used to enhance instruction, and improve learning through all curricular areas.

2) Our Saviour's School has two approaches to the reading curriculum. The school uses a phonics-based approach in Grades PK to 3. This approach builds on the knowledge of sounds, letters and words to produce reading skills. In Grades 4-8, the reading instruction focuses on comprehension, vocabulary, and knowledge and application of literary elements. The students at all grade levels are encouraged to use higher level thinking skills. Teachers use questioning techniques that encourage students to dig into the deeper meaning of a written piece. The school also focuses on reading for enjoyment. The students participate in the Reading Renaissance program that allows students to develop important reading skills while still providing a comfort zone for maximum reading progress. The school chose this approach to reading because the two pronged approach of phonics and decoding skills combined with a strong emphasis on higher level thinking, analysis and strong vocabulary development most readily meet the needs of all the students and has led to consistently strong scores on standardized testing.

3) The social studies program at Our Saviour's School readily meets the challenge of the school's mission to educate for life. Students are encouraged to have a global view of the world through the social studies curriculum. Geography is at the core of the approach, but history and geography are combined with the study of cultures to allow students to see the world as an accumulation of cultures and ideas. The students acknowledge the importance of each group's contributions to the world and thus learn to respect the different traditions, peoples and ways of life. The students participate in many activities that emphasize this approach to social studies such as the Hispanic Heritage presentation, International Day, and an in depth study of a different country and culture with the emphasis on third world countries. This study culminates in a presentation by each grade on their country. The social studies curriculum uses a cross-curricular approach that emphasizes the reading and language skills taught throughout the school as well as incorporating the foreign language and the fine arts. It is designed to give the students a wider, more global vision of the world, and prepares the students by educating them for interaction with the world at large.

4) Our Saviour's School uses a variety of instructional methods. Teachers choose the method for delivery of instruction based on the students' needs and on the content of the material. Instructors can deliver information themselves through mini-lectures, interactive lectures, and demonstrations. Students can also participate in delivery of instruction with guidance from their teachers by utilizing student presentations of projects, debates, role-playing, and cooperative group activities. Teachers can present material with minimal guidance that leads to a more active participation by the student. These types of activities include simulations, games, and problem-based learning activities. Field trips, and outside research projects present material in real life situations and give students an opportunity to see the material in relation to the world around them. The instructional methods that are chosen reflect the current classroom needs and are adapted to fit the students.

5) The school has a professional development program that is designed to meet the needs of the teachers as they pertain to the needs of their classrooms and students. The focus of the professional development program at Our Saviour's School is to enhance the abilities of the teachers and thereby increase student achievement. The faculty takes the lead in determining these needs through analysis of student test results, investigation into successful school reform techniques, and observation of schools that have implemented programs that increase student achievement. These programs and techniques are the basis for the school's professional development program. The school surveys the teachers each year to ascertain these needs. Then the faculty determines the area or direction they wish to pursue as a faculty. The school administration is responsible for developing in-service ideas and obtaining materials that will meet these specified needs.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): Florida Catholic Conference

Does the school have nonprofit, tax- exempt (501(c)(3)) status? Yes X No

Part II - Demographics

1. What are the 2002-2003 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2715</u> K	<u>\$2715</u> 1 st	<u>\$2715</u> 2 nd	<u>\$2715</u> 3 rd	<u>\$2715</u> 4 th	<u>\$2715</u> 5 th
<u>\$2715</u> 6 th	<u>\$2715</u> 7 th	<u>\$2715</u> 8 th	<u>N/A</u> 9 th	<u>N/A</u> 10 th	<u>N/A</u> 11 th
<u>N/A</u> 12 th	<u>\$2715</u> Pre-kindergarten				

2. What is the educational cost per student?
(School budget divided by enrollment) \$4182.00
3. What is the average financial aid per student? \$1495.00
4. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? 20 %
5. What percentage of the student body receives
scholarship assistance, including tuition reduction? 98 %

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing results.

Scores are reported as percentiles.

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
Grade 8 Reading					
Total Score	87	77	85		
Number of students tested	14	14	19		
Percent of total students tested	100%	100%	95%		
Number of students excluded	0	0	1		
Percent of students excluded	0	0	5%		

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/ 2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing results.

Scores are reported as percentiles.

	2003-2004	2002-2003	2001-2002		
Testing Month	October	October	October		
Grade 8 Math					
Total Score	76	73	79		
Number of students tested	14	14	19		
Percent of total students tested	100%	100%	95%		
Number of students excluded	0	0	1		
Percent of students excluded	0	0	5%		

ASSESSMENTS

REFERENCED AGAINST NATIONAL NORMS

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing results.

Scores are reported as percentiles.

[illegible]

ASSESSMENTS

REFERENCED AGAINST NATIONAL NORMS

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing results.

Scores are reported as percentiles.

[illegible]

ASSESSMENTS

REFERENCED AGAINST NATIONAL NORMS

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/ 2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing results.

Scores are reported as percentiles.

[illegible]

ASSESSMENTS

REFERENCED AGAINST NATIONAL NORMS

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing results.

Scores are reported as percentiles.

[illegible]

ASSESSMENTS

REFERENCED AGAINST NATIONAL NORMS

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excused from the testing results.

Scores are reported as percentiles.

[illegible]

ASSESSMENTS

REFERENCED AGAINST NATIONAL NORMS

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing results.

Scores are reported as percentiles.

[illegible]

ASSESSMENTS

REFERENCED AGAINST NATIONAL NORMS

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing.

Scores are reported as percentiles.

[illegible]

ASSESSMENTS

REFERENCED AGAINST NATIONAL NORMS

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing.

Scores are reported as percentiles.

[illegible]

ASSESSMENTS

REFERENCED AGAINST NATIONAL NORMS

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing results.

Scores are reported as percentiles.

[illegible]

ASSESSMENTS

REFERENCED AGAINST NATIONAL NORMS

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing results.

Scores are reported as percentiles.

[illegible]

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000
 Form K/1992

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing results.

Scores are reported as percentiles.

	2002-2003	2001-2002	2000-2001		
Testing month	March	March	March		
Grade 2 Reading					
Total Score	82	87	87		
Number of students tested	25	27	31		
Percent of total students tested	100%	93%	97%		
Number of students excluded	0	2	1		
Percent of students excluded	0	7%	3%		

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication year: Form A/2000
 Form K/1992

Publisher: Riverside Publishing Company

Students with individual learning plans were excluded from the testing results.

Scores are reported as percentiles.

	2002-2003	2001-2002	2000-2001		
Testing month	October	October	October		
Grade 2 Math					
Total Score	83	88	86		
Number of students tested	25	27	31		
Percent of total students tested	100%	93%	97%		
Number of students excluded	0	2	1		
Percent of students excluded	0	7%	3%		